



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Coaching provided by sports coaches from Birmingham City and Aston Villa.	Children were taught PE by trained coaches affiliated with top-level sports teams. Children in school accessed the coaching and this did promote PE in the primary phase.	Aston Villa and Birmingham offer similar experiences to our pupils and we assessed that we did not need both clubs to work in school. We assessed the provision and determined that Aston Villa offered better coaching, a clear CPD model and more access to events and curriculum opportunities.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Provide CPD for teaching staff through Aston Villa Primary School Sport and Education Package</p> <p>Aston Villa will run an after school club for children across the school – each term will focus on a different year group.</p> <p>Access to Aston Villa competitions and festivals.</p>	<p>Teaching staff – they will observe coaches, team teach and then deliver planned sessions independently. The aim of this is that the quality of teaching in PE improves.</p> <p>Pupils will be active and engaged in high-quality coaching sessions and afterschool clubs.</p>	<p>Key indicator 1 – increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 – Engagement of all pupils in regular physical activity.</p>	<p>We will observe staff teaching quality PE lessons that engage all learners. Increased staff confidence, knowledge and skill will raise the standard of PE teaching going forward. In addition it will result in children being more engaged and more active in PE lessons.</p>	<p>£8000</p>

Central Schools Partnership Membership – access to sporting events across the year.	Pupils will have the opportunity to attend inter-school sporting events.	Broader experience of a range of sports and activities offered to all pupils.	Pupils will have an opportunity to represent school in inter-school sporting events. This will raise the profile of sports in school and help to build pupils confidence. This may impact sustainability as it will encourage pupils to participate in sports in future.	£600
Central Schools Partnership Play Leader training	Year 5 and 6 pupils will have the opportunity to undertake play leader training and support younger pupils at lunchtime.	Key Indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement.	This will engage more pupils in games and activities at lunchtime. It will be sustainable because our Year 5 pupils will move up and become play leaders in year 6	£400
Central School Partnership – Lunchtime Supervisor training	Lunchtime supervisors trained in playground games and proactive supervision at lunchtime.	Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.	Pupils more engaged at lunchtime and have increased activity levels on average across the week. Also impact positively on behavior as our children will benefit from more structure to their play.	£220

<p>Aura MMA – after school club</p>	<p>Termly afterschool club for pupils across primary</p>	<p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils have the opportunity to learn and practice mixed martial arts skills – the club runs outside of school locally and would be accessible to many pupils. This is an activity that should appeal to many of the pupils in our cohort.</p>	<p>£525</p>
<p>Central Sports Partnership – multiskills festival</p>	<p>Inter-school sporting festival for pupils in year 1 – 5. Large sporting event involving schools from across the city.</p>	<p>Key indicator 2 - Engagement of all pupils in regular physical activity.</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils will have an opportunity to represent school in inter-school sporting events. This will raise the profile of sports in school and help to build pupils confidence. This may impact sustainability as it will encourage pupils to participate in sports in future.</p>	<p>£1800</p>
<p>Positive PE – Dance and gymnastics curriculum provision and CPD</p>	<p>Dance and gymnastics curriculum provision and after school club. CPD for staff through observing and team teaching with expert dance and gymnastics coach.</p>	<p>Key indicator 1 – increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Staff confidence and skill teaching dance and gymnastics will increase, meaning they can teach good PE lessons going forward. Children will experience high quality PE teaching and this will improve their confidence and raise the profile of PE as a subject.</p>	<p>£3114</p>

Top up swimming for Year 4 and Year 6 pupils	Year 6 pupils who have not been swimming with school and do not swim outside school.	Key indicator 2 – Engagement of all pupils in regular physical activity.	Higher percentage of pupils able to meet the end of KS2 expectations for swimming – this will be evident when current year 4 pupils reach end of KS2.	£6611.02

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Aston Villa Primary School Sport and Education package and Positive PE have provided PE lessons and sports coaching to a range of pupils across the school.	<p>All pupils in primary have taken part in PE lessons delivered by expert coaches working in partnership with their usual class teacher, ranging from years 1 – 6 and including our Resources Base pupils.</p> <p>148 pupils (approx. 24%) have attended an afterschool sports club this academic year delivered by an external provider, ranging from years 1 – 6.</p>	We will be able to access post-delivery questionnaires from teachers to see the impact of the CPD – this will tell us if there has been an increase in staff confidence around teaching PE.
Access to Aston Villa competitions and festivals and the Central Sport Partnership events.	50 (approx. 8%) pupils in school have had the opportunity to compete in competitions at external events this academic year – through Aston Villa and through local CSP organized sporting events.	This is an increase on 22-23 – more pupils have engaged in sporting activity and pupils have tried a wider range of sports. This is a significant action as there is not a strong culture of pupils engaging in sport outside school.

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	10%	The current year 6 pupils did not go swimming in year 3 and 4 as our pupils currently do – this was due to Covid. This, coupled with very few pupils swimming outside school, means that the large majority of our pupils have little to no experience of swimming. When our year 6 pupils started their swimming sessions this year, 90% started in the first stage of swimming lessons and were beginners.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	10%	The current year 6 pupils did not go swimming in year 3 and 4 as our pupils currently do – this was due to Covid. This, coupled with very few pupils swimming outside school, means that the large majority of our pupils have little to no experience of swimming. When our year 6 pupils started their swimming sessions this year, 90% started in the first stage of swimming lessons and were beginners.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>10%</p>	<p>The current year 6 pupils did not go swimming in year 3 and 4 as our pupils currently do – this was due to Covid. This, coupled with very few pupils swimming outside school, means that the large majority of our pupils have little to no experience of swimming. When our year 6 pupils started their swimming sessions this year, 90% started in the first stage of swimming lessons and were beginners.</p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes</p>	<p>Our current year 6 cohort are attending top-up weekly lessons to help them meet expectations.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p>We use swimming teachers from the venue to deliver lessons.</p>

Signed off by:

Head Teacher:	<i>Satnam Dosanjh</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Chris Butler – Director of Learning</i>
Governor:	
Date:	24/06/24